

AMERICAN EDUCATIONAL MONTHLY.

MAY, 1872.

THE EXPERIENCE OF A GERMAN STUDENT.¹

"Wer den Dichter will verstehen,
Muss in Dichter's Lande gehen."

Who will the poet understand
Must sojourn in the poet's land.

THIS wise saying of the great poet applies also, in a certain measure at least, to our subject. If we want to understand perfectly, and consequently to appreciate that interesting species of the genus *Homo*—the German student—we must make ourselves thoroughly acquainted with the soil in which he grows and the atmosphere in which he breathes, because this soil and atmosphere give him that peculiar character, form and shape, which distinguish him from all other people and from all other students in the world.

It is not on the present occasion my purpose to inflict on this learned society a lecture on German geography, history, and sociology—but it might be, perhaps, not quite superfluous to direct your attention to one point which is usually overlooked or not understood at all by foreigners; which, however, seems to me to explain so much.

¹ This paper was prepared and read by request before a Literary Club; but it portrays so graphically some of the phases of German University life, that we deem it an appropriate contribution to the educational literature of the day.—Ed.

Germany, like the United States, is, as you know, composed of many different States. All these States—with the exception only of a few commercial cities and their territories, which are under a Republican Government—are regarded as Constitutional Monarchies. And this is true in so far as they have always been monarchies, and as they, during the last fifty years, have become more or less constitutional, in the modern sense of the word. But these German constitutional monarchies exist, in fact, only on paper and in the eyes of the superficial observer. In reality they are bureaucracies, and the monarchy as well as the constitution serve only as instruments in the hands and for the aims and ends of bureaucracy. And the bureaucratic spirit, imported from France, has taken possession of the German mind in such a manner, that every true idea of self-government in any form has disappeared, and the people of the present generation apparently have lost even the capability of it.

With the exception of the members of the reigning families, and the high and wealthy nobility, every German who wishes to enjoy a really respected and influential social position in his country must belong to the bureaucracy, must be an officer of the State or of the established church, must have a title, a handle to his name. Thus Germany has got an aristocracy of officials, enjoying many important privileges *PER FAS ET PER NEFAS*.

But this modern German aristocracy of the red tape is not a hereditary one; it is perpetually filled up by new accessions. And these new accessions can only enter by the narrow gate of examinations, and these examinations can not be passed without study. Now, in spite of the fact that all officers in church and state are poorly paid, and are not at all expected to steal, the rush into the public service has increased from year to year in such a frightful manner, that the authorities, in their paternal care for public and private welfare, have felt themselves compelled to throw more and more obstacles in the road to office, by making the examinations more and more difficult and severe; so that at the present time, indeed, only good abilities, combined with great assiduity, have any chance to pass them at all. This

is the secret of the high standard in education to which Germany has attained.

It is but natural that people who live in a certain social sphere, of which they are in general very proud, should wish to see their children after them occupy the same honored position. So it is almost self-understood in Germany that the son of an officer, that is of a former university man, of a student in the German sense of the word, becomes, if possible, also a student. At least two-thirds of the German students, I think, are sons of former students.

After these general remarks permit me to give you, in a few strokes, a sketch of my own life as a student.

My father, a clergyman, died very young. He left me, scarcely two years old, as an only child to my mother, who then went back to her father's house. My grandfather took a great interest in my education. A French governess, and, a little later also, a private tutor, were engaged in the training of my mind and faculties; and, as a little boy, writing my a b c, I knew already perfectly well that some day I was to go to the university. When I had reached my tenth year my grandfather resolved to send me to a good progymnasium, or grammar school, in a small Prussian town, where we had friends. My mother accompanied me. Here I was drilled very severely in the rudiments of all possible sciences in the usual way, with an occasional application of the rod. But my recollections of my life in this progymnasium are very dim; it was the monotonous, ordinary routine of a grammar school. Once, and I remember that event as if it had happened yesterday, I felt thoroughly disgusted with Latin grammar, and—to the just horror of my classmates—in the face of our Latin teacher, a model of an old-fashioned schoolmaster, I made the impudent remark that I did not care for Latin grammar, and that I could not and would not study it. Now, the mere idea of such behavior is a capital crime in a German school, high or low. The result was that I got a severe punishment in school, and that on the same day the Professor paid a visit to my mother. After a while I was called into the sitting-room, and found my dear mother almost paralyzed by the terrible news that I would not study my Latin grammar. The Professor, in a long

speech, then made known to me the inexorable fact that I never could go to the university without having studied Latin grammar, and my mother asked me with tears, if I really had forgotten whose son I was! That was too much for me. It was my destiny to go to the university—that was a fact of which I had not the least doubt—and if Latin grammar was a necessary evil for me to endure, which in no way could be helped, of course, I had to submit.

So four other years of my life, with thirty-two school hours a week, were spent in preparation for the university.

When I was fourteen years of age, and had therefore reached that time in life so very important in Germany, when the Church confirms all the children and the State trees them from the obligations to attend school, and they go into business, enter life, and are no longer regarded and treated as children, I was found well prepared to enter the gymnasium proper. And as my grandfather had taken care to secure for me a place in Kloster Ilfeld, in the kingdom of Hanover, I went there, but this time alone, without my mother.

Kloster Ilfeld, an old monastery of the Premonstratensian order, founded at the beginning of the XIIIth century, is beautifully situated on the southern slope of the Harz mountains, just at the point where a narrow, deep and romantic valley opens into the Goldene Aue, one of the richest agricultural districts of old Saxony, in the midst of which rise the grand ruins of the castle Kyffhäuser, where Barbarossa, the great Emperor of the German nation, slumbers, and waits for the great day of his people's resurrection. There, during a terrible snow-storm—I never shall forget that day, it was April 15, 1839—I, the Hessian boy, arrived and rang the bell at the same gate which Thomas Stange, of blessed memory, the twenty-third Abott of Ilfeld, following the advice of his friends Luther, Melancthon, Justus Jonas and John Spangenberg, in the year 1544, had opened to twelve poor boys from the neighboring counties, to give them an evangelical and liberal education; at the same gate, by which, A. D. 1550, had entered the great and the first Rector (President) of Ilfeld, the intimate pupil and friend of Melancthon, the eminent scholar and pedagogue,

whose name to all, especially to all Greek scholars, is to-day still as familiar as it was at his time to all Germany, Michael Neander.

An old janitor in green and gold, the livery of the convent, opened, and, after I had given him my name, conducted me through dimly lighted quadrangles, up stairs and down stairs, through a labyrinth of corridors to the residence of the director, Ernest Wiedash, a famous Greek scholar. He received me with parental kindness, and, as all my papers and reports had been sent to him beforehand, a very short examination was deemed sufficient to give me my proper place in the lowest form of the Royal Pedagogium, *in tertia*. Then a servant was called to show me the room of one of the Professors who had been assigned already by the Faculty as my tutor, that is, the man under whose personal and especial care I stood, who carried on a regular correspondence with my grandfather, who kept my accounts, and without whose consent I could incur no expenses. My tutor was a man of great refinement and in every respect a gentleman. So I took at first sight a liking for him which has lasted forever. He immediately gave the necessary orders in regard to my baggage, my room and other things of that kind. After a short time spent in pleasant and confidential conversation, the bell of the convent called us to supper, at seven o'clock. It was very fortunate that just on that day it was the turn of my tutor and new friend to preside over one of the two long dinner tables in the refectory. Therefore he bade me follow him, and, the Easter term having already begun two or three days, I found myself entering the dining room, the first time *in conspectu omnium*. I felt my heart palpitating a little when I saw all those big fellows staring at me, the poor little one, but my good tutor made me sit down at his side, introduced me to the students next to us, and, as we had amongst other good things excellent omelets with apple-sauce for supper, it was astonishing how soon I felt quite at home. After supper, my tutor showed me my future lodgings and made me acquainted with the most important rules and regulations of the house.

There are about five hundred colleges in Germany prepar-

ing the twenty thousand students for the twenty-two universities. Amongst this large number of colleges, a few are in the possession and enjoyment of old monasteries and their estates, and follow a system of education similar to that of Eaton and Rugby in England. Kloster Ilfeld is one of the smallest of them, having accommodations for only about fifty students. Always two students occupy two connected rooms, a sitting room and a sleeping room. These rooms are the old cells of the monks, not very large, but of good size, with windows opening into the quadrangles, whilst the doors lead into the long corridors. The rooms are furnished by the convent, in the same style still in which they probably once had been furnished for the "poor boys," three hundred and fifty years ago. But the change of time had not spared even our secluded convent. There were no "poor boys" any more in Ilfeld. Most of the students were sons of the Hanoverian nobility, and a very pretty sum was to be paid for board and tuition. But still something of the original "poor boys" has remained. The King of Hanover and the old patrons of the monastery, the Counts Stolberg, have the right to send twelve students to the school, almost free of charge. They use this patronage as a rule always for the benefit of orphans or sons of good families in reduced circumstances. As we were not satisfied with our wooden chairs and empty walls, we had to buy many things to make our rooms comfortable. We were sometimes even a little luxurious in this respect, and the more so, as it was a part of our Director's educational system to encourage us in all things connected with the culture of taste and refinement.

The faculty had been very considerate in the selection of my rooms. I was a foreigner, and so I was mated with a son of the ambassador of Hanover to the Diet at Frankfort, a city which I regarded almost as my home. Thus every thing went on very pleasantly. My room-mate, when we were left alone and had exchanged some important general views, initiated me into different secrets and mysteries of the institution, told me horrible stories about the cruelty of the "old boys" towards the new ones, promised magnanimously his powerful protection, as far as possible, and

so on. At nine o'clock the church bell rang again, and instantly books were placed on the table. We had to study from nine to eleven o'clock. During this time a professor, in his regular circuit, made us two calls. At eleven o'clock the light had to be put out and we must go to bed. Between eleven and midnight the steward of the convent made his round, opened every room and looked if the light was out and we in bed. I saw him that night with his fur cap, lantern and bunch of keys! I was too excited to sleep. The following day, at six o'clock in the morning, the bell rang. A few minutes later our own servant came in with the boots, "Six o'clock, gentlemen!" We must rise and dress or the visiting professor would find us in bed. Half-past six o'clock breakfast was brought, coffee or milk or chocolate or tea—according to order—and fresh rolls. From seven to eight we had to study, receive a call from the visiting professor and another from the physician. At eight o'clock the bell called all the students together to a short morning service, and after prayer every one betook himself to his class-room, where, for four successive hours, we received the instruction of different professors. At twelve o'clock, we dined together. After dinner, until two o'clock, we had a free time, with the liberty to leave the premises of the convent. From two to four o'clock, again lessons. From four to six, studying. From six to seven, free. At seven o'clock, supper. After supper, until nine o'clock, free, with the liberty to leave the convent during summer. From nine to eleven, studying. On Wednesday and Saturday we were free after dinner till three o'clock, and also from five to seven. These two afternoons were occupied by private lessons, music, drawing, the free field, by fencing and dancing, during the winter term; by longer walks, gymnastic exercises, gardening, playing, etc., during the summer. On Sundays, we rose at seven o'clock, spent our time until ten o'clock as we pleased, but were not allowed to leave our rooms. At ten o'clock we went to our church, where our pastor held the service. From dinner to supper time we were free and could leave the convent until dark. After supper we were again confined to our rooms. No student was allowed to visit anybody outside the con-

vent without permission. Every one who came home after time was reported by the janitor. Our punishments consisted in confinement for one or more days, either to the premises of the convent, or to our own rooms, or to prison. And if these punishments were of no effect, the student was sent away. But I do not recollect that such an extreme case happened in my time.

We had excellent professors, all of them men picked, not only for their learning and abilities as teachers, but also for their general character as gentlemen. With such instructors, very small classes, and thirty or thirty-two hours a week, we could scarcely help learning something. Discipline in the class-rooms was easily maintained. We were all too much engaged in hearing, thinking and answering questions, and if—a very rare case—a student forgot himself, one look or word of the professor was sufficient to put him right. But outside the class-rooms we were pretty wild boys, with a decided inclination to play the university student in the worst sense, and to break in every possible way all the laws and regulations of the convent.

Vacations fell at Easter, a fortnight; at Whitsuntide, one week; in the Autumn, six weeks, and at Christmas, a fortnight.—(*Concluded next month.*)

WILD FLOWERS IN NORWAY.

THE abundance and brilliancy of color of the wild flowers of these Northern countries is remarkable. The most common of all at this time is our pansy. Finding it first near a fence by a mill, the natural inference was that a neighboring garden had overrun its borders. But no, it is as wild and as common here as our own eye-bright, springing up by the roadside, among the tall grass in the meadows, and standing in thick clusters on the rocks or hiding in the clefts. Of every size, except really large, and of the usual colors, in every shade and variety of arrangement. Sometimes wholly white, sometimes a dark red purple throughout, they are oftenest a medium size, with their two upper petals

a soft blue purple shading through blue into pale yellow below. Looking at them fluttering in fresh masses on the rocks, they give the effect of the most delicate purple flowers, so light that the wind must blow them away. They are so beautiful and so abundant that our wild violet, which grows here also, seems hardly worthy of notice.

Another of our choice flowers, equally common, is the lily of the valley, precisely the same in color, size, and perfume as our garden flower. Coming from Stockholm, at the different stations we found children under the car windows with hands and arms and baskets full of them, great delicious bunches, for a penny each. We were still incredulous enough to ask where they came from, but when the small brown fist pointed to the woods over beyond the station, there was no longer room for doubt. The forget-me-nots of our gardens also abound here, growing a little smaller, as a general thing, but of the same pure blue, sometimes coloring whole fields.

All our common wild flowers come and go here at the same time and in the same order as in New England. We miss no one except the eye-bright and the arbutus, which should not perhaps be called common with us, it is found in so comparatively few places. The sandy soil in and about the pine woods of Norway seems perfectly adapted to its growth, but we have not been able to find any trace of it where we have been. Among many that are quite new to us is a rich purple blossom, delicate and small, but growing in full clusters low on the ground. Many fields are bright with a tall flower a little like our meadow pink, of a color so deep as to be almost crimson, making a fine contrast to the ox-eye daisy of our meadows, which is often mixed with it. A tall spike of blue flowers, as blue as our deepest larkspur, borders many of the country roads, roses grow wild in almost every color—white, yellow, red and pink, and of great fragrance; the wild geranium of our fields has a much richer color than with us, our harebells grow not only on the rocks and hills but by the roadsides, and purple columbine, large and dark, takes the place of the light red of our rocks. The variety of bright yellow flowers is almost innumerable.

OBJECT TEACHING.

AN Object Lesson may be defined as a certain method of instruction relative to a given Object, the object being the subject of the lesson. By Object Teaching, however, we understand a *particular system of using objects and of treating subjects* in the processes of instruction. It is, then, the manner and purpose of using objects and the method of treating subjects which chiefly determine whether a given mode of instruction may be called Object Teaching. The term is sometimes used with the limited signification of object lessons; but it is here taken in its broadest sense, applying also to the teaching of any subject, if that teaching be confined to nature in its method.

Before deciding for or against this system of instruction, it will be well to consider some of the grounds upon which it has been based.

To lead children to become good and reliable citizens seems to be the direct aim of the State in the establishment and support of its schools. This implies that every individual be possessed of sufficient intelligence and skill to provide for the material wants of himself and those directly dependent upon him; also of sufficient perception of moral truth and discipline in moral courses of action, to fit him for the civil and social duties of life.

Advance in civilization, however, demands more than this. It requires men and women with acumen to perceive opportunities for progress, and power to evolve from those opportunities positive results. To increase the supply in this direction should also be the object of the State.

Again, it must be remembered that, underlying this development of man in his social relations, is his development as a unit of humanity, a spirit yearning and active, possessing definite relations to the whole universe.

The question at once arises,—*Where and how* shall our efforts be directed in order to secure these desirable results? To the first part of the question, it may be answered:—Wherever it is the province of any one to teach. The object of all scholastic discipline should be the making of thinking men and women.

Inasmuch as statistics show that not more than half the names entered on the registers of the primary or *perceptive* grades afterwards appear on those of the higher grades, and since the schools of the rural districts are composed chiefly of this primary element, we may direct our strongest efforts to this point. By this means we shall reach the largest numbers, as well as lay that foundation for a higher education which can be laid no where else than in the primary school. Let this foundation be compactly built, and less difficulty will be experienced subsequently in rearing the walls of the structure. A method of instruction adapted to the first wants of children must therefore be devised.

Having decided *where* to direct effort, before determining how it should be done, we must obtain clearly defined notions of the nature and requirements of the material upon which we are to work. Activity, motion and change, which constitute the law of life, are no where more observable than in the child. His constant demand is for nutrition and opportunities for the exercise of *all* his parts, which, along the electric wires nature has furnished them, truth is flashed inward to the soul. The child also demands language for the expression of the ideas thus gained, and afterwards uses the same terms figuratively to express abstract truths and spiritual experiences.

Such being the nature of the material, our next thought must be given to the natural order of growth revealed in the more spontaneous development of the young mind. It is well known that power of acquiring knowledge is rarely manifested through the organs of sense. In the child we observe a natural tendency, upon taking up an object, to look at it, feel of it, balance it on his finger, smell and taste of it, and to put it to his ear, thereby to ascertain its physical properties. In the exercise of his senses, therefore, the child expresses a keen delight, and, at the same time, lays a foundation for all his knowledge of the external world. Even in older and more fully developed minds, we observe a spirit of investigation, an instinctive desire to know by personal observation the truth of whatever statements are presented to them.

Indeed, the amount of information acquired from all

sources seems to depend, to a very considerable extent, upon the clearness of the perceptions derived through the senses. The senses are, therefore, the gateways to knowledge, and the wider they are opened the clearer will be the perception, and the completer the knowledge gained.

Granting, then, that the child first informs himself of the physical properties of what is before him, by the help of the perceptive faculty, careful observation will prove that he next remembers the results of this process, or, combining certain features of several perceptions, forms one imaginary picture. The higher process of reasoning is then called into exercise. Thus all the faculties of the child are brought into play in their natural succession, and he experiences a real process of education.

Our method of instruction must then be based upon this natural order of development. If our first duty is to cultivate the perceptive faculty, we have only to present occasions to the restless eyes, ears and hands. How can we do this, unless use is made of objects? When these objects are used in a systematic manner, merely as a means of training the several senses of the child in habits of ready and accurate perception, this is called *Object Teaching* in an introductory stage. In the next stage objects may be employed as a means of instruction in given subjects, careful attention being given at the same time to a proper disciplining of the pupil's mind.

In this step objects may be used in either of the following ways:—First, an object, or a quality of an object, may be taken as the subject of the lesson in order to develop correct ideas concerning it; second, an object may be made to represent another but remote object, that a more definite knowledge of the latter may be indirectly gained; and third, objects may be used for the development of abstract ideas.

The real objects need not always be presented, for we may sometimes appeal to memory or conception.

The use of objects must now become systematic, and the accomplishment of some definite end be kept in view. What part, then, of the great sciences, to which we would lead, is best adapted to the mental capacity of childhood? Evidently every science must be reduced to its elements,—

first principles must be sought. But, as in this direction the beginnings of science are hidden, and we can only hope to discover them by the exercise of our powers of observation, and by forming higher and higher generalizations from their carefully collected results, we are forced to conclude that the beginnings of science should be the first natural steps in the processes of investigation. To begin at the beginning, every subject must be reduced to its elements. If lessons in "Number" are given, the result will be a foundation for Arithmetic and the higher mathematics. Lessons on plants, animals, minerals, qualities of objects and manufactures will, in like manner, lead directly to Botany, Zoology, Mineralogy, and some of the truths of Physics and Chemistry. Lessons in size and position of objects introduce Geography, while form and drawing, especially inventive drawing, form a basis for the practical arts of designing and architecture.

The teacher should be prepared to lead his pupils on, without straying from the paths of nature. But one difficulty should be presented at a time, and these difficulties so adjusted, that, in proceeding step by step, the child will always pass from the simple to the more difficult, from the concrete to the abstract. After the child has clearly gained the idea, give him the language in which to clothe it, and words will then be treasured by him as gems of priceless value.

The principles of Object Teaching further require that we never generalize before all the particulars are understood, proceeding thus systematically in the synthetic order of nature instead of the analytic order of a subject. The practice of reading thus, at first hand, from the volume of nature, develops a widely different power from that gained by taking the results of the investigations of others and tracing back the proofs. The former tends to produce directive power; the latter, to promote mechanical imitation. The great demand of the age is for the development of this directive intelligence.

Such are some of the arguments and principles upon which Object Teaching is founded. It may be thought that these principles can be successfully applied only to

elementary instruction, where text-books are not used. Although actual study and the use of books are essential in more advanced work, the same principles can be applied to a far greater extent than at present.

In much of the instruction given in many schools of a higher grade, the training and education of the thinking faculties of the pupil are almost entirely neglected, with the result that the pupil's mind becomes the store-house of the fruits of other men's harvesting, rather than a field laden with products of his own planting and raising.

It may be impossible to devise a single method of instruction by which all branches can be taught with the same success; yet it is possible to base all modes of teaching on the same fundamental principle, the disciplining of the mind. To accomplish this, more natural methods must be adopted. As an example, the subject of English Grammar is commenced by the student's learning that it is the science of the English Language, and is divided into Orthography, Etymology, Syntax and Prosody. Definitions of terms may be committed to memory, and yet the student have a very imperfect knowledge, if any, of their real meaning, or of the basis for such a division of grammar. So, also, the different parts of speech, with their respective classifications and properties, are frequently learned without an independent thought on the part of the pupil. This course is directly opposed to the great first principle of Object Teaching, as well as to the minor principle—first synthesis, and then analysis.

Having decided to build up the science, with what shall we begin? What are the ultimate elements of the English language, as it is properly treated in English Grammar? *Words*, if we consider the expression of ideas, and *sentences* if we consider the expression of thoughts. The subject may, therefore, be commenced with either words or sentences. Let the work now progress step by step, one thing at a time and in the natural order of dependence. Thus systematized, Grammar, or language lessons, may be commenced at a much earlier age than is customary; or, if left until the usual time, it can then be made more thorough by the objective method.

May not other subjects be treated in a similar manner? In elementary work in Arithmetic the same course can be pursued, and, even in the more advanced study of the same subject, more of the principles and rules may be developed objectively by questioning, and less occasion given for this frequent memorizing of words without ideas. The same is true of Algebra and especially of Geometry.

The latter is specially adapted to cultivate the reasoning powers. How comparatively little is this discipline, when, the theorem given and the figure drawn, the student has only to commit the demonstration, as found in the book, *verbatim et literatim*. Let the theorem be given and the simple basis of the figure, and then require the student to prove the theorem by his own demonstration, and the desired discipline will be better secured. This is not mere theory; practice has proved it a success. Other subjects, the sciences for instance, may more or less conform to the objective system.

Object Teaching is a *systematic* method of instruction; as soon as it lacks system, therefore, it becomes a failure. Where, then, are the teachers, who, fully realizing the true purposes of education, are practically familiar with the constitution of the mind and the order of the development of its faculties? Where shall we find those so versed in each science that they are able to discern its beginnings and successive stages, and then skillfully adopt the means to the desired end?

This demand upon the teacher can only be answered by patient, persevering labor. As in all other professions, there must be a willing and constant plodding at details. At the present time there must also be earnest, original thought.

Old and new methods are now clashing. Everything is in confusion. While some are carried away with novelty, there is a disposition on the part of others to suspect all attempts at modification of old methods as visionary adventures. This age is witnessing a revolution in educational methods. It is the universal law of progress.

But, when the contest is over, we may confidently hope that the cause of education will have taken an important step in advance.

MISS E. M. BRIGHAM.

NOTES ON THE SCIENCE AND ART OF TEACHING.

PART FOUR.

JUVENILE curiosity—being a wholesome inquisitiveness, a natural thirst for knowledge—should be encouraged rather than discountenanced. The pupil should not be ridiculed, or laughed at, if he fail to convey his ideas in suitable or intelligible language. Rather let him be requested to put his question in other words, so that the teacher, if possible, may discover his meaning. This being done, let the teacher courteously furnish the required information, taking care to use words suitable to the child's capacity. No teacher should be what is called "a scold." It is very objectionable to chide pupils frequently or passionately. It invariably lessens the teacher's authority and diminishes the pupil's respect for his person. If they have broken any of the rules, a few words representing the reprehensible nature of their offence, spoken in a kind and sober tone, will be far more effective in producing sorrow and amendment than many hasty rebukes or sundry angry allusions. In fact, the teacher who would command success must diligently study the temper, disposition, and character of his individual pupils, and "fill them, not so much with learning as with the desire to learn"—not so much with the fear of punishment as with the desire not to offend. He must lead them to discover at an early age that wisdom and virtue are the great objects of all learning; "that the end of education (as Milton affirms) is to repair the ruins of Eden by regaining to know God aright;" and that the more they advance in learning the nearer they approach to Him who is the fountain of all knowledge.

People naturally love liberty, and dislike anything that tends to curtail their privileges. So is it with children. By nature they entertain an antipathy towards the performance of compulsory duties, and have an aversion for anything enjoined as a business, particularly if it tends to limit their pleasures or control their freedom. The skillful teacher will therefore induce them to perform their various duties

without giving them reason to feel, or even suspect, that they are in the harness of restraint, and must be obedient to the whip of compulsion. He may even possibly succeed in creating in some of them, if not in all, a desire to be taught for the sake of the honor, delight and recreation the information may afford; but, if possible, he will never allow them to suspect that the acquisition of any subject, or part of a subject, is imposed as a compulsory task. The moment he does so its study will be shorn of its attractions, and may be regarded as "a punishment rather than a pleasure."

Children love dominion, and take much delight in exacting obedience to their will. During their infancy this tendency displays itself in frequent fits of weeping and "unreasonable peevishness;" in boyhood the presence of the "disease" is indicated chiefly by sullenness of temper, or by "the desire to have things as their own." This love of power and inordinate possession, being the foundation of many evils and the roots of contention and injustice, must be promptly rebuked and, if possible, extracted out of the system. If children strive together for the mastery, as often happens, and the case be duly reported to the teacher, he should, as a rule, give judgment against the originators of the strife, calling attention to the spirit of the Saviour's words—"Who-soever will be chief among you, let him be your servant." Though it be necessary for the teacher to curb the insolent or unruly, and to check ill nature, yet, as a rule, it would not be prudent of him to countenance the accusations or informations of pupils against each other. Such charges are generally the result of anger, envy or malice—feelings which need repression, not development. However, if, on investigation, he finds the accused "guilty," he would do well to reprove him in private, and, if possible, induce him (1) to solicit pardon from, and (2) make reparation to, the injured party—both to be done as if the offender was acting of his own free will. Such a course will make the apology more easy to the one and more acceptable to the other, whilst it engenders and promotes mutual feelings of good nature, civility, courtesy, and respect. In well-regulated homes, children never get what they cry for, or basely ask. Of course, their necessities are supplied, but the desires of pas-

sion or fancy are firmly denied; so should it be in every well-ordered school. Pupils should be taught, so far as possible, to practice the virtues of resignation, submission, modesty, and self-denial, so that they may cheerfully "bear and forbear," cordially sympathizing with each other in every little trial and difficulty incident to "Life at School," being ever ready to give, ever ready to share their little stock of delicacies or curiosities.

Faults arising from inadvertency, mental weakness, forgetfulness, unsteadiness, and absence of mind—when not willful—may be treated with some little indulgence, more especially if the pupil is dull of comprehension or perception. Probably the best way to correct such errors or irregularities is to recognize them as constitutional but conquerable misfortunes, whose subjugation will require continued efforts on the part of the pupil, and continued tenderness and good will on the part of the teacher. The influence of mutual affection will be almost sure to sharpen the intellect of the child and to open his mind to do his duty faithfully and well. Without this incentive to action, "there would probably be (as Locke truly observes) much uneasiness and but little learning."

Many educational writers seem to think that the use of "the rod of correction" is inconsistent with the spirit and progress of this enlightened age. They therefore affect to regard such punishment as a relic of barbarism and a crime against juvenile humanity. The theories of such kind-hearted gentlemen are seldom founded on experience, and (we regret to say) will not stand the stern test of practice. In teaching, as in other things, we must take human nature as it is—as we find it, and not as we hope it may be some centuries hence. Guided by the experience of mankind, we must deduce our inferences from general principles. It would be folly to draw our conclusions *from* (or to found a theory *on*) isolated cases of permanent success, as the result of mere moral suasion. The oldest Book in the world declares, with divine authority, that "He who spareth his rod hateth his son: but he that loveth him chasteneth him betimes."¹ "Chasten thy son (says Solomon) while there is

¹ Proverbs xiii. 24.

hope, and let not thy soul spare for his crying for if thou deliver him thou must do it again.¹ Foolishness is bound in the heart of a child, but the rod of correction shall drive it far from him.² Correct thy son and he shall give thee rest, yea, he shall give delight unto thy soul."³ While extracting these precepts, our minds revert to the writings of a sage of an anterior age. We remember that it is recorded in the 1st Book of Samuel that God himself punished a certain parent, and pronounced a fearful doom against his posterity, because he neglected his duty in this respect. We allude to Eli, Judge of Israel. When informed of the evil deeds of Hophni and Phineas, the soft-hearted old man (believing, doubtless, in moral suasion) merely pointed out the enormity of their offence, hoping probably that they would repent and reform; but he did not inflict any tangible degradation or punishment, and for this reason the Lord declared that both his sons should die in one day, that his priesthood should be given to another, and that all his posterity should perish in the flower of their age.⁴ What a dreadful punishment of the old man's apathy, and of his weakness in neglecting to "Train up his children in the way they should go."⁵ Well might Solomon say, "Withhold not correction from thy child, for if thou beatest him with the rod of correction he shall not die. Thou shalt beat him with the rod and deliver his soul from hell."⁶ And to the young he says in another place, "Apply thy heart unto instruction and thine ears to the words of knowledge.⁷ Hear counsel and receive instruction, that thou mayest be wise in thy latter end."⁸ These precepts give a divine sanction to the judicious application of corporal punishment—to the discreet use of the rod, and not only invest the parent with the necessary authority, but absolutely require him to exercise it efficiently; and, moreover, the practice of all nations, barbarous and civilized, seems to indicate that such a right has always been recognized by mankind in general.

In the early ages of the world, parents were the principal (and in most cases) the sole teachers of their own children. Every father had to instruct his sons in the arts of peace and

1 Proverbs xix. 18-19. 2 xxii. 15. 3 xxix. xvii. 4 See 1 Sam. ii. 22-36. 5 Proverbs xxii. 6. 6 xxiii. 13-14. 7 xxiii. 12. 8 xix. 20.

war, so that he was tutor, chaplain, judge, and military commander, all in one. In like manner the mother had to teach her daughters the arts of domestic life, attending also to the education of her sons during their younger years. But, as civilization advanced, the arts of life became more numerous and complex, and domestic or public duties compelled parents to delegate their educational duties and privileges to another, who thus became the *locum tenens* of the parent. Then a number of families in the same locality joined in sending their children to be instructed by one such officer—the people, by common consent, endowing him with full parental powers over the respective children, so long as they might be under his jurisdiction. This officer, by virtue of his election and immemorial custom, became, so to speak, the common parent of all the pupils entrusted to his charge, being authorized to treat them in every respect as if they were really his own. Probably it was thus public schools first originated, and in this way, instead of every parent in a town or district being of necessity compelled, as of old, to assume the office of private teacher to his own family—thereby neglecting other duties—a common tutor was (and is) appointed to represent them all, who, by reason of his special training and experience, is far more skillful as an educator than each individual parent could possibly be. In the present age the teacher is not only recognized as the legal representative of the parents in scholastic matters, but likewise considered to be endowed with full parental powers while in the school room. Public opinion supports his influence, and the laws confirm his authority. Indeed, it seems to be tacitly understood, if not generally conceded, that “the teacher stands in the parents’ shoes.” Let him, therefore, make the most of his position, and act towards “the little ones” as if they were really his own—judiciously and discreetly exercising his delegated authority according to the best of his judgment and “the light that is in him;” not scrupling to inflict even corporal punishment when he considers it absolutely necessary and conscientiously believes that, under similar circumstances, an intelligent and prudent parent would do likewise.

G. V. LE VAUX.

NECROLOGY OF EMINENT TEACHERS
DECEASED IN 1871.

THE year 1871 was conspicuous over the years preceding it for the death of very many eminent laborers in the cause of higher education. Twenty Presidents of Colleges, foreign Collegiate Schools or Theological Seminaries, and other schools of the highest grade are numbered among its dead, and among those who though not the presiding officers of these institutions had been professors in them, and of the great lights in literature and science the number is still greater. Some of them have left vacant places in our science and literature, which we, who survive, shall hardly be able to fill during the present century. We commence, as usual, with American teachers.

On the 9th of January, NATHAN HALE died in Boston, Mass. The name was an illustrious one in our history, and right worthily did he bear it. Born in Boston, Nov. 12, 1818, he was educated in the Boston Public Schools and in Harvard College, graduating in 1838, with high honors. He then studied law and attained the degree of LL.B. in 1840; but his preferences were for journalism, and he became at once a member of the editorial staff of the *Boston Daily Advertiser*, and within a few years its principal editor. In 1843, he added to this the editorship of the *Boston Miscellany*, but his excessive labor on these periodicals for a period of twenty-five years, impaired his health and made continuous literary work impossible. After a period of rest, he accepted for a time, the professorship of Rhetoric and English literature in Union College, a position for which his thorough knowledge of the whole range of English literature, and his exquisite style as a writer eminently fitted him. But the recurrence of his old trouble, neuralgia, the result of intense brain labor, compelled him to relinquish his professorship in 1870. He subsequently aided his brother, Rev. E. E. Hale, in editing his magazine, *Old and New*, and in some literary correspondence, but finally was compelled to succumb to disease.

Jan. 16, Rev. ADAM WILSON, D.D., died at Waterville, Me., at the ripe age of 77 years. He was a native of Maine, a graduate of Bowdoin College, Brunswick, Me., in 1819, ordained to the Baptist Ministry in 1823, after a year or two of teaching, in 1828 founded the *Zion's Advocate* newspaper at Portland, which he conducted till 1839, and again from 1842 to 1848; in this paper he rendered valuable assistance to Waterville College (now Colby University). After retiring from the *Advocate* he removed to Waterville, and lent his energies, while his health permitted, to the promotion of the interests of the college. He received the degree of D.D. in 1851. While perhaps not engaged in actual instruction in Colby University, Dr. Wilson deserves a place here as one of the most active promoters of education.

On the 26th of January, GEORGE TICKNOR, one of the most illustrious names in American literature, died in Boston. He was born in that city August 1, 1791, was graduated from Dartmouth College in 1807, and was admitted to the bar in 1813, having devoted three years after graduation to the study of the classical languages. He never attempted to practice the law, but in 1815, went to Europe and prosecuted his studies and researches into the languages and literature of modern Europe for five years, and on his return devoted himself to the duties of the professorship of the French and Spanish languages and literature and Belles Lettres in Harvard College, to which he had been elected in 1816. In 1835, he resigned and went abroad a second time, remaining three years, and obtaining the materials for his great work, *History of Spanish Literature*, to which he devoted his time for the next eleven years. It was published in 1849, and received the highest commendation from both Spanish and German scholars, and was translated into both these languages. He had previously prepared a *Memoir of Lafayette*, and in 1867, published an admirable biography of his friend William H. Prescott. He was also a contributor to the *North American Review*, and edited several works. But one of his strongest claims to the gratitude of the friends of education was his constant and unwearied labor to make the Boston City Public Library worthy of his grand ideal. His death in his 80th year was rather the result of

gradual decay than of acute disease. He received the degree of LL.D. from Harvard and Brown, and that of Lit. Doc. from the Regents of the University of the State of New York.

On the 29th of January, SAMUEL HARVEY TAYLOR, L.L.D., for thirty-three years the Principal of Phillips Academy at Andover, Massachusetts, died of apoplexy, aged 64 years. He was born in Derry, N.H., in 1807, graduated from Dartmouth College in 1832, studied for the ministry at Andover Theological Seminary, graduating therein in 1835, but was never ordained. He was a tutor in Dartmouth College in 1836 and 1837, and in 1838 was appointed Principal of Phillips Academy, Andover, one of the two best classical endowed schools in New England, and remained at the head of it with constantly increasing influence and ability till his death. He was in almost every respect, a model teacher; the breadth and thoroughness of his intellectual culture, and especially his profound classical scholarship, his sound judgment, marked good sense, his well balanced mind, his genial temperament, his unaffected kindness of heart, and his staunch integrity and purity of heart all made him a prince among teachers. He received the honorary degree of LL.D. from Brown University, in 1854. Dr. Taylor was the author of several valuable educational works; among others, "Kühner's Greek Grammar," and "Elementary Greek Grammar," "Method of Classical Study," and "Classical Study." Since 1853, he was one of the editors of the "*Bibliotheca Sacra*."

Two days later, on the 31st of January, Rev. ELEAZAR THOMPSON FITCH, D.D., for fifty-four years Professor of Sacred Theology in Yale College, died in New Haven, Conn. He was born in that city January 1st, 1791, and received his early education in the Hopkins Grammar School and Yale College, graduating from the latter in 1810. He spent two years in teaching, and then passed through a full course of the theological study at Andover. He was ordained, and for two years edited the *Panoplist* in Boston, but in 1817, on the death of President Dwight, was called to the professorship of Sacred Theology in the Yale Theological Seminary, and

the pastorate of the College church. He also edited for some years, *The Christian Spectator*, the organ of the New Haven Theology. As a writer, Dr. Fitch was remarkable for the purity and elegance of his style, and his rare logical powers, and his sermons, though marred by an ungraceful delivery, were full of sound thought, lucidly and eloquently expressed. As a teacher he was conspicuous for the clearness of his ideas and his apt way of stating them, and though too modest ever to be very popular with the masses, his associates and his pupils greatly esteemed him. He resigned his professorship in 1852, in consequence of impaired health, but was immediately appointed Professor *Emeritus*, and was so borne on the college rolls till his death. He performed occasional duties for some years, but latterly his failing health and memory had incapacitated him for mental effort.

February 1st, Rev. THOMAS HARVEY SKINNER, D.D., LL.D., died in New York City. He was born at Harvey's Neck, N. C., March 7, 1791, was educated at the College of New Jersey (Princeton), whence he graduated in 1809. He at first studied law, but finally decided to enter the ministry, and after a course of theological study at Princeton, was licensed to preach in December, 1812, and ordained in 1813, co-pastor with Dr. Janeway, in the Second Presbyterian Church, Philadelphia. He remained in the pastorate in that city till 1832, when he removed to Boston, and in 1833, was appointed Professor of Sacred Rhetoric in Andover Theological Seminary. In 1835, he returned to the pastorate in New York City, and in 1848, was elected Professor of Pastoral Theology and Homiletics in Union Theological Seminary, New York City, the Mercer St. Presbyterian Church of which he had been pastor endowing the professorship. He retained this position until his death. He was an able writer, a lucid and logical reasoner, and very successful as an instructor. He was the author of several religious works, mostly on topics connected with his professorship.

February 11th, Signor ANTONIO BAGIOLI, a teacher of music in New York City for 38 years, to whom many of our most eminent public singers were indebted for their training, died in New York, aged 76 years. He was widely known

and esteemed for his musical knowledge and his amiable character.

On the 21st of February, Miss HANNAH W. LYMAN, Vice-Principal of Vassar College, and one of the ablest and most successful teachers of the present century, died at the college, near Poughkeepsie, N. Y., at the age of 55 years. She was a native of Northampton, Mass., a sister of the martyr missionary, Henry Lyman, trained for a teacher by Mary Lyon, and commenced teaching very early. For many years she had been at the head of a school for young women at Montreal, Canada, which had become famous, all over the continent, for the ability with which she conducted it, and the enthusiasm and love of learning, as well as the refinement and culture which she managed to infuse into her pupils. She was called from this school to the vice-principalship of Vassar College, and there, with the great facilities for instruction which she found ready to her hand, she threw her whole soul into the work of teaching, and while she was largely instrumental in giving the college its present high reputation, she sacrificed her life in her zeal for her work.

In February died also, Rev. WILLIAM FREDERICK WILLIAMS, D.D., a missionary of the American Board, at Mardin, in Mesopotamia, Asiatic Turkey, where he had been long stationed, at the age of 53 years. Dr. Williams was born in Utica, educated there and at Yale College, and studied theology at Auburn, New York. He was ordained in 1848, and the same year sailed for Syria, being stationed at first at Beirut. A man of brilliant talents and of genial, hopeful temperament, he was found to be admirably adapted to the work of training native helpers and preachers in the missionary work, and was engaged in it for some years. Latterly, he had been laborious and active in establishing a theological seminary for these preachers at Mardin, of which it was expected that he would be the principal. He was very successful in imparting instruction with such clearness that even the dullest could not fail to comprehend.

In the same month AMOS S. COOKE, a missionary teacher who had taught the Sandwich Islanders for thirty-five years, died at Honolulu, S. I., greatly esteemed and lamented.

In April, died Mrs. ELIZA WARE FARRAR, the widow of Prof. John Farrar of Harvard College, and herself for many years an accomplished teacher as well as an admirable writer. Her death occurred at Springfield, Mass., where she had resided for some years. She was 78 years old. Her "Young Ladies' Friend" has long been a classic, and her "Recollections of Seventy Years" is one of the most charming of books.

On the 5th of May, Professor JOHN SMITH WOODMAN, of Dartmouth College and the Chandler Scientific School, died at Durham, N. H., in his 52d year. He was born in Durham, N. H., in 1819, educated at South Brunswick, Me., and at Dartmouth College, whence he graduated in 1842, taught in an Academy at Charleston, S. C., and read law, 1842 to 1846. In 1847, he went abroad and visited all the principal countries of Europe, performing much of the journey on foot. On his return he completed his course of legal study, was admitted to the bar and practised his profession till 1852, when he accepted the chair of Mathematics in Dartmouth College, and became also one of the teachers in the then partially organized Chandler Scientific School, in the full organization of which he took an active part. In 1856, he was appointed Professor of Civil Engineering in the Chandler Scientific School, and also the practical head of that department of the college, and still retained for a time his professorship in the college proper. To him is due very largely the success of the Chandler Scientific School; he was, indeed, a teacher of uncommon ability and tact, earnestly sincere, of great integrity and dignity, and yet of genial and courteous manner.

On the 23d of May, two men, both eminent in the pulpit and successful in early life as teachers, and both to the day of their death deeply interested in education, died, Rev. WALTER CLARKE, D.D., at Buffalo, and Right Rev. DAVIS WESGATT CLARK, D.D., LL.D., Bishop of the Methodist Episcopal Church, at Cincinnati. By a singular coincidence these men, both eminent in their respective churches, bearing the same name, and dying on the same day, were very nearly of the same age, 59 years, Dr. Walter Clarke being the younger by only forty days.

Bishop Clark was born in Mount Desert Island, Me., February 25th, 1812. His early years were without any opportunities of school culture, but his mother taught him the elements of learning. He first designed to follow the sea, but relinquished his purpose, and at 19 years of age left home to procure an education, and five years later, years of intense study and toil, graduated from Wesleyan University, Middletown, Conn. He was, strange as it may seem, an excellent scholar, and became soon noted as a graceful writer and speaker. For seven years after his graduation he was at the head of Amenia Seminary, N. Y., and while there prepared two or three excellent text books. Of his subsequent labors as preacher, editor of the *Ladies' Repository* for twelve years, and Bishop for seven, this is not the place to speak, farther than to say that the most cherished object of his later years, the one on which he bestowed toil, and thought and money without stint, was the foundation and endowment of the Wesleyan Female College in Cincinnati.

Dr. Walter Clarke was not so long engaged in practical teaching, but his interest in educational matters was equally strong and abiding. Born in Middletown, Conn., April 5th, 1812, he literally worked his way through Yale College in 1837, but graduated with a high reputation for scholarship. He studied first medicine, then law, and finally theology, teaching all the while for his support. When nearly prepared for admission to the bar, he was offered the position of Professor of Greek in the College at Mobile, Ala., with the promise of the presidency of the institution in a year or two. He accepted it, taught with great success for a year, and returned North, leaving the greater part of his salary undrawn, intending to return in the autumn, when he was apprized that the college had utterly collapsed. He then turned his attention to theological study, and entered the ministry in Canterbury, Conn., whence he removed in 1844, to Hartford. He was a man of rare eloquence and power, both in the pulpit and on the platform. He was among the most zealous and efficient advocates for the establishment of the Hartford High School, and during his whole residence in Hartford, was an active member of the School

Board, and after his removal to New York and to Buffalo, his interest in the education of the young was constantly manifested.

Still another man of note as an instructor died May 27,—Rev. GEORGE EDMOND PIERCE, D. D., President of Western Reserve College from 1832 to 1855. He was born in Southbury, Conn., in 1794, and graduated from Yale College in 1816. He took the Presidency of Western Reserve College, Hudson, Ohio, in the dark days of that institution, and struggled manfully on until it was relieved from its embarrassments, and though not richly endowed could go on without debt, when he surrendered his charge into other hands. He received the degree of D. D. from Middlebury College in 1838.

The noted political leader, CLEMENT L. VALLANDIGHAM, whose death by accident, occurred on the 17th of June, was from 1840 to 1842, Principal of an Academy in Maryland, and was said to have been very successful as a teacher. But his vocation was for a different life, and perhaps he should hardly be reckoned among the roll of worthies who have given their lives to educational pursuits. Very few indeed of our more prominent northern men in political life have failed in a share in the teacher's work in their earliest days. The late Senator Howard, of Michigan, was a teacher and a successful one, as his pupils bear witness, in his college days and for a year or two after.

IRA DIVAL, who died June 22d, at Baraboo, Wisconsin, had been connected either as teacher or superintendent, with the schools of St. Louis, for over twenty years, and at the time of his death was State Superintendent of Public Instruction for Missouri. We regret that we have not been able to obtain further details concerning Mr. Dival.

On the 24th of June, Commodore GEORGE S. BLAKE, a retired officer of the U. S. Navy, died at his residence in Longwood, near Boston, aged 70 years. Commodore Blake is entitled to notice here, not only for his extensive attainments, his labors in connection with the coast and other surveys by which he added materially to our geographical knowledge, but as having been from 1858 to 1865, Superin-

tendent of the Naval Academy at Annapolis, and afterward at Newport, R. I.

The Rev. GEORGE WILSON MCPHAIL, D.D., LL.D., who died on the 28th of June, at Davidson College, North Carolina, was one of our most eminent educators. He was a native of Norfolk, Virginia, and fifty-five years of age. He graduated from Yale College in 1835, and from Princeton Theological Seminary in 1839; was pastor for several years at Fredericksburg, Va.; then President of Lafayette College, Easton, Pa., until 1863; from thence he became connected with Dr. Saunders' Institute in West Philadelphia; during the war he was residing in the South, and at one time we believe was connected with the University of Mississippi. In 1866, he was elected President of Davidson College, and held that position till his death. He was a man of decided ability, and of high mental culture, unassuming in manners, a true gentleman and a true friend. He received the degree of D.D. from Jefferson College, Penn., in 1857, and that of LL.D. from the University of Mississippi, in 1868.

On the 1st of July, died the Rev. W. HOWARD, D. D., President of Well's Female College, Aurora, N. Y., and pastor of the Presbyterian church in that village. Dr. Howard was born in London, Eng., Sept. 19, 1817, and was educated in Magdalen Hall, Oxford, where he distinguished himself as a scholar, and for some years after his graduation was engaged in teaching in London. In 1849, he came to the United States, and his brilliant classical attainments soon procured him a situation as professor in one of the Western colleges. He received soon the offer of a better professorship, and in the next fourteen years made three or four changes, the last being to the principalship of Erasmus Hall, Flatbush, L. I., one of the best of the old endowed collegiate schools in the State of New York. He had previously preached occasionally, holding a license from the Presbytery of Northumberland, Pa., and in 1863 he was called to the pastorate of the Presbyterian Church in Aurora, N. Y. When Mr. Wells, so famous as the founder of the great express company of Wells, Fargo & Co., resolved

to purchase the buildings erected for a Masonic College at Aurora, and transform them into a Female College which he would largely endow, he took his pastor, Rev. Dr. Howard, into his confidence, and after consulting him at every step, asked him to become the president of the college. Dr. Howard sustained this double duty of College President and pastor until his death. He was an admirable teacher, winning the affections of his pupils while he curbed the over-eagerness of the ambitious, and stimulated the dullards to exertion.

On the same day, July 1st, Rev. SAMUEL JOSEPH MAY, whose illustrious record as a reformer and philanthropist, has unjustly obscured his excellence as a teacher, died at Syracuse. Mr. May was born in Boston, in 1798, a descendant of the Sewells and the Quincys, so conspicuous for their patriotism in the Colony and State of Massachusetts. He graduated from Harvard College in 1817, studied divinity and was ordained as a Unitarian minister in 1823, and was settled at Brooklyn, Connecticut, at Syracuse, N. Y., North Scituate, Mass., and again at Syracuse. For some years he was General Agent for the Massachusetts Anti-Slavery Society, and received the ill-treatment so impartially meted out by the mobs to Anti-Slavery lecturers in those days. In 1842, Hon. Horace Mann, then Secretary of the Massachusetts Board of Education, prevailed on him to take charge of the Female Normal School at Lexington, Mass. He resigned in 1845, though he had been very successful, and became for the second time a resident and pastor at Syracuse. Here he was conspicuous for his zeal in all measures for educational improvement, urging the adoption of the best methods, the best apparatus, and the best teachers in the public schools. He took a prominent part in securing the location of the N. Y. Asylum and School for Idiots at Syracuse, and on the laying of the corner stone of the building made a most eloquent and touching address. His interest in all educational matters continued to his latest hour, and to him Syracuse owes in a great degree its high position in the matter of education. He was a writer of great force and eloquence, and some of his books will long survive him.

On the 2nd of July, Rev. ALFRED CHESTER died at Elizabeth, N. J. He was a native of Wethersfield, Conn., graduated from Yale College in 1818, studied theology and was settled about 1823, as pastor of a Presbyterian church in Rahway, N. J. In a year or two he removed to Morristown, N. J., where for fourteen years he conducted a boarding school of high grade. A man of large culture, of fine scholarship, of great devotion to letters and teaching, he moulded successfully the minds and characters of the young who came under his tuition. After some years abstinence from teaching, in consequence of impaired health, he again resumed it, but his later years were spent rather in the promotion of education than in the actual work of teaching.

On the 8th of July, Rev. JOHN W. FRENCH, D. D., chaplain of the U. S. Military Academy at West Point, and Professor of Geography, History, Ethics and Law, there, since 1856, died at West Point, aged about 61 years. He was a native of Connecticut, was educated at Washington (now Trinity) College, Hartford, Conn.; studied theology at the General Protestant Episcopal Seminary, N. Y. City; was admitted to Holy Orders in 1835; became a Professor in Bristol College, Pa., in 1836, and some years later rector of a church in Portland, Me., and then of the Church of the Epiphany, Washington, D. C. In 1856 he was appointed Chaplain of the Military Academy, and Professor of Geography, History, and Ethics, and to these branches Constitutional and International Law. His health had been failing for two or three years past, and he resigned a short time previous to his death.

Mrs. ABIGAIL P. GOODELL, widow of the late Rev. William Goodell, D. D., long a missionary in Syria, died in Philadelphia, July 11th, in her 72nd year. She was a native of Holden, Mass., had received an excellent education; married Mr. Goodell in Nov. 1822, and sailed with him for Syria, Dec. 9, of the same year. She had shared during nearly fifty years with her husband, the toils, dangers, and exposures of the missionary life, and had for a large portion of that time, been actively engaged in teaching the

Syrians, and especially Syrian women and girls, the elements of learning and the rudimentary truths of Christianity.

On the 12th of July, HORACE WEBSTER, LL. D., for many years Principal and President of the Free Academy or College of the City of New York, died at Geneva, N. Y., aged 73 years. Dr. Webster had spent over fifty years in the work of instruction. He was born in Vermont in 1798, entered the Military Academy from that State in 1814, graduating in 1818, fourth in his class, and being immediately appointed assistant professor of Mathematics, and promoted to be First Lieutenant 3rd Infantry in 1820. In 1825 he resigned to accept the professorship of Mathematics and Natural Philosophy in Geneva College, N. Y., which he held till 1848. On the organization of the Free Academy in New York in 1848 he became its Principal, and when it received a charter as a College he was retained as President, but resigned in 1869 in consequence of failing health, after 51 years of constant labor as an instructor. While in the Free Academy he was Professor of Moral and Intellectual Philosophy as well as Principal, and in 1852 the department of Political Philosophy was added to his chair. He received the honorary degree of L.L. D. from Kenyon College, Gambia, O., in 1842, and from Columbia College, N. Y., in 1849; and that of M. D. from the Univ. of Pennsylvania in 1850.

July 20th, Rev. FREDERICK W. BERGH, D. D., L.L. D., Professor of Didactic and Polemic Theology in the New Brunswick Theological Seminary, died in New Brunswick, N. J. He was born in Antigua, in 1812, his father being a Moravian missionary. He was educated in the Moravian schools in England, and after 1825 in that at Nazareth, Penn., where he graduated about 1830, and subsequently taught chemistry in the same collegiate school. In 1835 he entered the ministry, first in the German Reformed and afterwards in the Reformed (Dutch) Church, being a pastor in Philadelphia from 1835 to 1860, when he was elected Professor of Didactic and Polemic Theology and acting President of the Reformed (Dutch) Seminary in New Brunswick, having also a lecturing professorship in Rutgers College. He was a man of vast erudition, and great administrative ability,

and by his kind and genial manners had won the affection and regard of his students and of all who knew him.

On the 24th of July, died GEORGE H. MILES, A. M., a poet and dramatist, Professor of Belles Lettres in Mt. St. Mary's College, near Emmitsburg, Md., died at Thornton, Md. He was born in Baltimore, Md., in 1824, educated at Mt. St. Mary's, and had been for some years Rhetorical Professor there. He had published several poems and dramas on historical and religious subjects.

In July also died Rev. MELANCTHON JACOBS, D. D., for forty years a Professor of Mathematics and Chemistry in Pennsylvania College at Gettysburg, Pa., aged about 70 years. Professor Jacobs was a Lutheran clergyman of great learning and considerable eloquence, an able writer, not only on professional subjects, but throughout a wide range of literature. His "History of the Rebel Invasion of Maryland and Pennsylvania, and the Battle of Gettysburg," is in every respect the clearest and best description of the campaign which culminated in Gettysburg, that has yet been written.

On the 8th of August Rev. NATHANIEL S. S. BEMAN, D.D., LL.D., died at Carbondale, Illinois, aged 86 years. Dr. Beman had not only been in his younger days a practical educator, but throughout his whole life was a zealous promoter of education. He was born in Lebanon, N. Y., educated at Middlebury College, from which he graduated in 1807, and after a full course of theological study, was for two years a pastor in Portland, Me. He then went to Georgia, where he established a flourishing High School, and exerted so powerful an influence in behalf of education in the whole region, during his ten years' residence there, that forty years later the people talked of Beman's schools. In 1822 he came to Troy, N. Y., and there for forty years his word was law. A kingly man among men, he used his power beneficently and for the promotion of all good objects; and it is not too much to say that the flourishing educational condition of Troy to-day is due largely to Dr. Beman's influence. He resigned his pastorate in 1862, and had since passed his time mainly in the families of his children.

GEOGRAPHICAL NOTES.

UNITED STATES.—Stephen Powers, in the fourth of a series of graphic letters to the *Railroad Gazette* (Chicago, Mar. 23) describes the valley of the Rio Grande from Fort Quitman to Mesilla. For a distance of 60 miles above the former place, he says, "the bottoms on both sides together will not average above a quarter of a mile in width; from San Eleazaro to Franklin (El Paso), where the Mexican settlements are scattered along, they are twice or thrice as wide. From these mere ribbons of bottom-lands there slopes easily up to the sierras, eight or ten miles back, a gravelly *mesa*, covered with *chaparral*, and totally worthless except for its mesquite beans." The river with its "thick, argillaceous porridge—its rich blood-pudding"—"bounded by dust, and that dust by desert gravel, and that gravel by sierras,"—he likens to a Nile in an Egypt twenty rods wide, with a Sahara twenty miles wide." The likeness holds still further:

"It is astonishing what a dense population these mere threads of bottom-lands sustain where cultivated, even in the wretched Mexican fashion. From San Eleazaro to Franklin we passed a number of villages and hamlets, each straggling along the road from a quarter to half a mile, and swarming with people. This is on the Texan side alone, and on the Mexican side it is much the same, only more are gathered into one town, El Paso. There is little of that celebrated town but one street; yet that is said to be seven miles long! After crossing that dreadful desert of the Llanos Estacados, one is surprised at the antiquity of the civilization here; the settled and routine appearance of things; the pudgy little whitewashed cathedrals, full of dark-eyed maidens in gaudy bodices and mantillas; the quaint and quiet simplicity of these utterly unsophisticated villagers; the enormous garden walls of adobe, the harem-like and Oriental appearance of some of their inclosures; the teeming gardens. Indeed when we passed through one of these hamlets at the time of the mid-day siesta, I was forcibly reminded of Pompeii, so quiet was it between the low, dead, windowless walls, in the narrow unshaded streets, with no one in sight save here and there an old hag perched like a witch on the corner of her flat roof, watching lest some of our rough scamps, indescribably hun-

gry for vegetables, should vault over and pluck her onions. And the strangest thing of all is, that this civilization has been here so long, even centuries, and yet any day the yelling Apaches may swoop like fiends through the single street of some exposed hamlet, in broad mid-day, and carry off captives and cattle with impunity; that is, with impunity, were it not for the United States soldiers."

"The explanation of this populousness must be sought in the extraordinary fertility of the river-flats, and the facility with which they can be irrigated. The Rio Grande is scarcely less infallible than the Nile in its annual swelling and recession, and is at its highest when most needed. Rising so near the level of its low banks, the water is easily carried out over the fields in earthen aqueducts (not ditches), from which, wherever tapped, the water flows down between the long rows of maize. Rich as they now are, these flats will need no manuring forever, for the water is laden with silt. I never saw any water which is so thick and soup-like; it is said to be the heaviest water on the continent, not excepting that of the Mississippi."

Mr. Powers's journeying was in relation to the Southern route to the Pacific, and he predicts that on the completion of the Texas Pacific Railroad to El Paso, if it has also built a branch to Lavacca, the port of San Antonio, "a great part of the goods for the Rio Grande valley, as far north as Fort Selby, will come *via* the Gulf," whereas they now come overland from St. Louis.

—The U. S. Survey of the Great Lakes was begun in 1839, but the trigonometrical survey not till 1849. The surveys of Lakes Superior, Huron, St. Clair, and Erie, and the connecting rivers, are completed; those of Lakes Michigan and Ontario will be completed during the next two years. The earliest surveys of these waters were made by Lieut. Bayfield, R. N., on behalf of the British Government, and were wonderfully full and correct considering the time and means at his command.

SOUTH AMERICA.—Paraguay and the allied powers who overcame her have not yet concluded a definitive treaty of peace. The long delay which has taken place is due to the fact of the occupation by the Argentine Confederation of the Gran Chaco—a large territory lying along the west bank of the Paraguay River, like a wedge between Para

guay and Bolivia, who both lay claim to it. Brazil, being wearied by Paraguay's procrastination, undertook to negotiate a treaty without her ally, whereupon the Confederation formally confirmed its occupation of the Gran Chaco, and made Villa Occidental the capital. This town was selected by Mr. Edward Hopkins as the starting point of his proposed railroad to Potosi, (see the MONTHLY for April, 1872).

—One of the results of his surveys on the Madeira, by Mr. Geo. E. Church, the engineer, is thus described by himself in *Harper's Monthly* for March :

"Since the surveys of the Madeira rapids have been finished, a considerable number of Bolivians from Mojos and Trinidad have settled along their line, to tap the rubber trees, which are found in great abundance on both sides of the river. The following description will give an idea of the process used there in preparing the gum for market. The sap, or milk, of the tree has been received in an inverted turtle-shell. An earthen jar, with a hole in the bottom, sits over a palm-nut fire, the smoke ascending through the jar. A Bolivian Indian sits near; he dips a paddle into the milk, and holds it over the smoke until the gum is hardened, then dips it again, and again hardens it over the jar. This process is continued until the end of the paddle is covered to the proper commercial thickness. The gum is then cut off and is ready for market. A good day's work is six pounds. The rubber product of the Amazon Valley is increasing with great rapidity. That for 1870 was correctly estimated at 5,760 net tons, and once the lands of Bolivia are penetrated, this figure will be very largely increased. In Northern Bolivia, especially upon the Monu-tata river and the western branches of the Beni, are vast groves of rubber-trees as yet untouched. The border lands are of exceeding fertility and health, and are destined, ere long, to attract much attention."

EUROPE.—Recently published accounts of the soundings made in the Baltic last summer, by an expedition organized by the Russian Government, show the depth of that inland sea to be gradually diminishing from west to east. It varied from 100 to 180 fathoms. To the north of the island of Gothland, there is so little salt in the water that it is potable.

—Elisée Reclus, the well known geographer, author of "La Terre," who served in the ranks of the Communists against the Versaillists, and was sentenced to transportation to a French penal colony, has, by the united efforts of men

of science, had his sentence commuted to simple banishment from France. Some interesting particulars in regard to him will be found in No. 350 of the *Nation* (March 14), in a letter from the geologist Jules Marcou.

OCEANICA.—Advices from Australia to Jan. 20, report the completion of the Queensland line of Telegraph from Brisbane to Norman River, a distance of 1,455 miles. Brisbane is situated near the exact middle of the east coast, while Norman River is one of the larger of the numerous rivers flowing north into the Gulf of Carpentaria. There now only remains the stretch from Normantown to Port Darwin—the terminus of the Java Cable—to bring Australia into telegraphic communication with all parts of the world. The South Australian overland telegraph is now open 1,100 miles from Adelaide. The objective point of this also is Port Darwin, and it will be 2,400 kilometres (1,500 miles) in length. The country traversed by it is almost a virgin wilderness.

AFRICA.—Dr. Schweinfurth, the African traveler and botanist, has returned safely to Europe, though with the loss of the greater part of his invaluable collections and drawings. He has brought back a harvest of information and experience which places his journey among the most successful of modern times. After his great journey west of the Upper Nile, in the country of the Niam-Niam and Monbuttu, he made a short excursion from his headquarters, the Seriba Ghatta, westward to Kurkur and Danga, positions formerly visited by Petherick, and returning planned a much more extended journey, when a fire broke out in the Seriba Ghatta, on the 2nd of December, 1870, which not only destroyed the station but with it the whole property of the traveler. Fortunately a portion of his collection was at that time already on its way to Berlin. Provided with a few necessities at Seriba Siber, the headquarters of the Egyptian troops, the indefatigable traveler made a tour in a part of Fertit hitherto unvisited by Europeans, from December 1870 to February 1871, during which he found that the Bahr-el-Arab is unquestionably the main stream of the basin which mouths in the Nile at the Bahr-el-Ghazal. Having been deprived by the fire of every instrument by

means of which any mechanical reckoning of the distances traversed during this journey could be made, the explorer, with an energy perhaps unexampled, set himself the task of counting each step taken, and in this way constructed a very satisfactory survey of his route. He states that the Niam-Niam are firing their woods in order to exterminate the elephant, thinking thus to rid themselves of the visits of ivory-hunters. These people and the Monbuttu are cannibals, and a plump traveler is in great danger in their country.

—Sir Samuel Baker is not so much lost as the *Herald* imagined when it sent out a correspondent in search of him. Two letters have been received from him, dated October 8 and 20, 1871, at Gondokoro, henceforth as a dependency of the Khedive, to be called Ismailia (Lat. $4^{\circ} 55' N.$). Five months had been spent in digging and cutting a passage for his expedition through the arm Bahr Giraffe, the White Nile being closed. This was a stupendous undertaking and cost not a few lives. His arrival at Gondokoro was the signal for hostilities on the part of the Baris tribe, who were promptly beaten and reduced to a quasi-loyalty. They are confederates of the slave-traders of that region. Sir Samuel's force consists of 1,035 troops, including ten guns. He was expecting a reinforcement of 800 men before proceeding southward.

—Holland has ceded to Great Britain her colonies on the Gold Coast of Africa, so that now one flag covers the territory from the Gambia to Lagos. The transfer was very distasteful to the Dutch people, one newspaper even putting the announcement of it within a mourning border. The treaty, besides some pecuniary equivalents, obtains for Holland the right to extend her possessions at will over the island of Sumatra, and to procure free laborers from India with the same facilities which British colonies possess.

—Dr. Petermann has revived in his *Mittheilungen* the theory broached five years ago, that the Ophir of Solomon is to be found in Southern Africa. His authority now, as then, is Karl Mauch, the German traveler, who since 1865 has been traversing all parts of Africa south of the Zambesi, and who in 1867 discovered extensive gold deposits to the north

of the Transvaal Republic, near the 17th parallel and about 450 miles N. E. of Sofala in Mozambique. Last autumn he also found alluvial gold in the neighborhood of a ruined city, Zimbabwe, lat. $20^{\circ} 14'$ S., long. $31^{\circ} 48'$ E., about 200 miles due west of Sofala. This region, which has been previously visited by missionaries, has an altitude of about 4,000 feet above sea-level, is well watered and fertile, and inhabited by a peaceable and industrious tribe of the Makalaka, given to agriculture and cattle-raising. The ruins consist of walls 30 feet high, 15 feet thick, and 450 feet in diameter (German measure), a tower, etc., all built of granite without cement. Three days journey to the northwest of Zimbabwe still other ruins are said to exist, of a like antiquity—how remote is the question. Herr Kiepert, less enthusiastic, speaks lightly of this *rechauffé* "Portuguese fable four centuries old," and says that the philological test applied 25 years ago settled the dispute in favor of India. The Old Testament names for the products of Ophir are scarcely altered Sanskrit words, and Ophir itself is to be identified with Abhira, the lower Indus region, whose trade was anciently with the mouth of the Euphrates. Captain Beke, on the other hand, writing to the *Athenæum* of March 16, considers the Scriptures the only guide, and that "the mention of Ophir in conjunction with the Arabian countries of Havilah and Sheba, ought to be conclusive that Ophir itself was in Arabia likewise." Capt. Beke had seen drawings of some of the ornaments on the ruins of Zimbabwe, and seems to think the Arabs might have been the authors of these constructions, contrary to Petermann's decided opinion. Herr Mauch has undertaken a new journey to Manica, between the Limpopo and Zambesi Rivers. Diamonds have been discovered in various parts of the north and northwest of the Transvaal Republic.

ASIA.—The Geographical Society of St. Petersburg has had soundings made of the Siberian Lake Baikal. In the southwest corner was found the greatest depth—4070 feet (1248 metres).

—The most interesting explorations, apart from Palestine, now going on in Asia, are those at Troy and Ephesus,

in Asia Minor. Dr. Heinrich Schliemann is at work amid the traces of Achilles and Priam, and has derived great encouragement from his extensive excavations, though he has thus far found chiefly stone implements and pottery. When interrupted by the cold weather he had come upon walls built of immense stones, sustaining structures of a much more fragile character. As for Mr. Wood, at Ephesus, he appears to have laid bare part of the famous Temple of Diana, finding columns six feet in diameter, sculptured in relief as Pliny related. Considerable statuary has been unearthed, but apparently not of a high order. The British Museum, which has assisted Mr. Wood to some extent, will be the gainer by his discoveries.

EDUCATIONAL INTELLIGENCE.

NEW YORK.—The recent report of State Superintendent Weaver, to the Legislature, is in the same clear style which we have before commended. His report may not be the largest State report published, but it gives more information than we are in the habit of finding in similar reports. Our space permits us to present only a synopsis. There are several valuable articles on live educational topics which we shall reprint during the summer.

The total number of school houses is 11,728.

The reported value of school houses and sites in	
cities	\$14,606,903 00
In rural districts.....	8,861,363 00
Total for State.....	\$23,468,266 00

The amount spent for school houses, out-houses, sites, fences, furniture and repairs, during the year, was \$1,594,060.93. Nearly \$10,000,000 have been expended for buildings and improvements during the last five years, or more than three times the amount expended for that purpose in any equal period preceding.

The whole number of children between the ages of five

and twenty-one years, as reported, was 1,502,684. The number attending public schools during some portion of the school year was, 1,028,110, a gain of 78,000 since the adoption of the free school law in 1867. The attendance, including normal, academic, and private schools, was 1,202,927, or 80 per cent. of the entire school population of the State. Schools were maintained for an average period of thirty-two weeks and four days. The average attendance has increased seventeen per cent, and the length of school terms seven per cent. since 1867.

The whole number of teachers employed during any portion of the school year was 28,254. The number employed at the same time for twenty-eight weeks was in cities 4,752, and in rural districts 13,119, making a total of 17,871. The amount paid for teachers' wages was:

In cities.....	\$3,066,787 94
In rural districts.....	3,526,305 11

Total.....	\$6,653,093 05
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This is an increase of more than, \$2,000,000, or 50 per cent. in five years.

The total amount expended for the support of public schools, during the year, as reported, was \$9,607,903.81. The entire amount expended during the year for public educational institutions, not including appropriations made to orphan asylums and other public charities in which instruction is given, was:

For teachers' wages.....	\$6,653,093 05
For district libraries.....	63,505 38
For school-apparatus.....	195,036 63
For colored schools.....	73,232 59
For buildings, sites, furniture, repairs, &c.....	1,594,060 93
For other expenses of common schools.....	1,028,788 47
State appropriation for academies.....	43,144 58
State appropriation for teachers in academies...	14,289 64
For teachers' institutes.....	20,571 37
For normal schools.....	116,206 44
For Cornell University.....	32,000 00
For Indian schools.....	7,816 96
For Department of Public Instruction.....	18,536 49
For Regents of the University.....	6,107 53
For registers for school districts.....	13,795 00

Total for 1871.....	\$9,880,185 06
Corresponding total for 1870.....	10,209,712 09

Decrease.....	\$329,527 03
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APPORTIONMENT OF SCHOOL MONEYS.—1872.

The school moneys, for the fiscal year ending Sept. 30, 1872, are derived from the following sources:

From the Common School Fund.....	\$170,000 00
From the United States Deposit Fund.....	165,000 00
From the State school tax.....	2,416,672 37

\$2,751,672 37

The apportionment has been made as required by law, as follows:

For salaries of school commissioners.....	\$90,400 00
For supervision in cities.....	18,500 00
For libraries.....	55,000 00
For Indian schools.....	3,147 42
For district quotas.....	860,928 45
For pupil and average attendance quotas.....	1,721,856 90
For separate neighborhoods from Contingent Fund.....	114 65
For balance of Contingent Fund.....	1,724 95

\$2,751,672 37

THE NEW YORK STATE TEACHERS' ASSOCIATION, twenty-seventh annual meeting, will be held at Saratoga Springs July 23, 24, 25, 1872.

CALIFORNIA.—*Educational Legislation.*—The provisions which the late Legislature has made for education, may be summed up as follows:

For State University Building.....	\$300,000
For current expenses of University \$6,000 per month, 2 years.....	144,000
For completing State Normal School Building.....	150,000
For support of State Normal School.....	30,000
Total.....	\$624,000

The General School Law has not been changed, except by a few amendments incorporated in the Code. The office of the Superintendent of Public Instruction must be removed to Sacramento.

The attempt to legislate out the Deputy Superintendent of San Francisco, made at first in the Code and next in the Tuttle bill, was defeated. So, also, the attempt to kill the State Educational Journal, and to fasten the present series of school text-books on the State for eight years. When the Code goes into effect, in January, 1873, all incorporated towns and cities will be free to adopt their own books. The text-book ring, which cost the State last year \$200,000, is broken.

The new school law of San Francisco will give the school department a fair amount of revenue.

The Compulsory Educational bill, which passed the Assembly by a strict party vote—with the exception of Wilcox and Luttrell (Democrats), who voted for it—provided that children between 5 and 13 years of age should attend some school, public or private, for *half* the time that a public school should be kept in the city or district where the children reside. It provided for separate schools for African or Indian children, except that, in case of failure to establish separate schools, said children should attend any public school. This bill went to the Senate Committee on Education, Tuttle, Chairman, and was there smothered. • The Democratic party stands squarely committed against compulsory education, with or without colored children. S.

GEORGIA.—The Sixth Annual Meeting of the GEORGIA TEACHERS' ASSOCIATION is fixed for April 30, and May 1, and 2, at Augusta. Dr. Lipscomb is the President, B. Mallon, Secretary. The exercises announced are extended and varied. Without doubt the meeting will be interesting and profitable. Special arrangements have been made for hospitable entertainment of members of the Association by the citizens of Augusta; and the railroads will furnish free return tickets.

SAXONY.—A novel and most interesting experiment in the field of elementary instruction has just been resolved upon in Saxony. Hitherto, as everywhere else, so in that small but highly-developed kingdom, the youth of the lower orders, upon being apprenticed to a trade, have been left at liberty to forget the little they have learned at school. Attendance at Sunday schools and evening instruction provided by the State and charitable societies was perfectly optional. By a law just passed this liberty is abridged, and compulsory attendance at evening schools exacted for a period of three years. This is the first time, if we are not mistaken, in the annals of world, that an attempt has been made by a State to extend the education of the humblest classes beyond the merest rudiments, and after they have entered upon the business of life. Saxony, already the best taught portion of Germany, will by the new law be more than ever in advance of her sister States.

CURRENT PUBLICATIONS.

DR. HART'S little book ⁽¹⁾ is sufficiently elementary, for, like one of the grammars, the first chapter commences with—"What is your own name?" A little farther on we have—"What is the name of the town or city that you live in?"—forgetting that, as the majority of mankind of necessity cannot live in towns, such a question must be an absurdity. "Write the names of five other places that you have seen." Thousands of pupils have never seen such "other places."

Without having exact views on the subjects he pretends to discuss, there is a pretention to exactness in arrangement, and a formal use of varied typography, particularly in his *Rhetoric*, which may deceive superficial observers. We are told that "The name of any *person* is called a Noun."—Several paragraphs on, the sentence is repeated with *place*, and afterwards with *thing*, instead of *person*. Arriving at this point, he seems to have thought that one sentence might have included all this, when he adds—"A noun is the name of any person, place, or thing."

Chapter I is devoted to "Simple Words," and Ch. II to "Derivative Words," and we find *farmer* among the former, and *worker* among the latter. Although the book is "neither an Etymology nor a Grammar," an entire page is sprawled over to explain the use of the suffix *er*, or *or*, commencing with the word *Examples*, when the reader asks *of what?*—because nothing has preceded to require them. He thus uses the word—

"EXAMPLES.—From *build* we form the word *builder*. From *create* we form the word *creator*. (p. 20.)

"DIRECTION.—Write the words ending in *er*, or *or*, which are formed from the following:"

viz. : *bake*, *visit*, *act*, &c., ten words in two columns, followed by a note on the variation in spelling *er*, *or*, when the lesson is apparently closed by a dash in the middle of the page,

(1) FIRST LESSONS IN COMPOSITION. By John S. Hart, LL.D., Principal of the New Jersey State Normal School, etc. Philadelphia: Eldredge & Bro. 1872.

nothing having been said about the meaning of *er*. Then follows—

“EXAMPLES.—Believe, believer; run, runner; accept, acceptor.

“DIRECTION.—Write ten similar pairs of words,” &c.

Another divisional dash, and still not a word as to the value of *er*. We then have another trial—

“EXAMPLE.—*Actor*; one who acts, a doer. (p. 21.)

“NOTE.—The letters *er* or *or* added to a verb, generally mean ‘one who.’”

We have now another DIRECTION to give two meanings (on the model of those to *Actor*) to words like *writer*, *driver*, &c., when a similar dash to the others follows, although the next lesson is on forms like *true*, *truth*, where “the letters *th* mean,” &c. *Letters* indeed! as if suffixes were not parts of words and of speech, with the formation of which, letters (or ‘marks of sound’) have nothing to do. On p. 22, the pupil, who is given *length* from *long*, is asked to give the corresponding derivatives of *slow* and *young*.

By the time that page 55 is reached, the “scholar” can

“Make up ten sentences or more on each of the following subjects:”

Dolls, Tops, Hoops, Marbles, Pussy in the Corner, &c. On page 80 some synonyms appear, as *custom*, *habit*; *silence*, *stillness*; but the author himself confounds *scholar* and *pupil*, and judging from his *Rhetoric*, he seems to prefer the indefinite word *Word-book* to the definite term Dictionary. On page 82 he mentions an apparatus for pulling boats through the locks of a canal by steam. Boats cannot be pulled *through* locks: they are pulled *in*, the level of the water is then changed, when they are ready to be pulled *out* at the other end.

Of five subjects for composition on page 94, three are on *advice*—viz. 2. Pussy’s counsels to her kittens. 4. A girl’s advice to her dolly [a nursery word], &c. 5. The hen’s advice to her chickens, &c. Four pages further on—such is the efficiency of the book and the improvement of the pupil, that she can write on The importance of commerce, The importance of agriculture, &c.; and on page 100, on The Suez Canal, and The Gulf Stream.

At page 107, the pupil who was recently writing “A dia-

logue between two dollies," is treated to an essay on Punctuation, extending to about *forty pages*! seemingly added to enlarge the volume, for they are beyond the reach of pupils whose knowledge has been acquired from this book.

We had marked other objectionable or inaccurate points in this feeble volume, and we call attention to the fact that works on "American Literature" and "English Literature" by John S. Hart, LL. D., are announced as in preparation—subjects requiring a sounder scholarship than Dr. Hart seems to possess. Indeed, it is a mystery how such authors get their literary degrees, and the control of the education of a respectable State like New Jersey. W. S.

A CRITICAL reading of Campbell's Concise School History of the United States^(*) has proved to us that the work is unusually exact. It is evident that the author has not taken authorities at second hand, when he was able to consult the original documents. His little book from the beginning to the end bears the marks of conscientious research and scholarly labor. The style is clear and flowing, and the facts are presented in a manner that cannot fail to interest the learner. It is always pleasant to read a book, written, as this is, in good Anglo-Saxon English. Of all the School Histories that have come under our notice, this meets most nearly the requirements which, in our opinion, are essential to a good School History.

THE MESSRS. HARPERS have published the third volume of "The Life and Times of Lord Brougham," written by himself. Also, a very interesting work entitled "Ancient America, in notes on American Archæology," by John D. Baldwin, author of "Pre-Historic Nations." It has 300 pages, with many illustrations.—Of Miss Mulock's Works, another volume, "The Woman's Kingdom," 456 pages illustrated.—Volume II of the "Life and Times of John Wesley, 618 pages with portrait.—Another of the household edition of the works of Charles Dickens, "Martin Chuzzlewit," with 59 illustrations.—"The First German Reader, to succeed the First Book in German," by George

(*) CAMPBELL'S CONCISE SCHOOL HISTORY. Brewer & Tileston, Publishers.

F. Comfort. "The Complete Phonographer," an inductive exposition of Phonography, with its application to all branches of reporting. It is also intended as a school book. By James E. Munson.

MESSRS. J. B. LIPPINCOTT & Co., have published "Sanford's Primary Analytical Arithmetic."

MESSRS. DODD & MEAD have published three more excellent little books: "Bede's Charity," by Hesba Stretton; "Bible Lore," by J. Comper Gray; and volume third of "The August Stories."

MESSRS. E. H. BUTLER & Co., have just published "The New American Primary Speller," to accompany Sargent & May's New American Readers.

MESSRS. WILLIAM WOOD & Co., have issued a fully illustrated volume which they name "The Amateur Microscopist, or Views of the Microscopic World." It is a handbook of microscopic manipulation and microscopic objects, by John Brocklesby.

"THE NORMAL DEBATER," designed for the use of schools as well as a guide for Teachers' Institutes and business meetings in general, by O. P. Kinsey, has been published by J. Holbrook & Co.

DR. JOSEPH MUENSCHER has published a learned "Introduction to the Orthography and Pronunciation of the English Language."

"HALF-HOUR RECREATIONS IN POPULAR SCIENCE." No. 2 treats on the "Cranial Affinities of Man and the Ape," by Prof. Reed Virchow.

THE STATE MICROSCOPICAL SOCIETY of Illinois has started a quarterly (of seventy pages) called "The Lens."

THE "SILENT WORLD," is a monthly periodical for the deaf and dumb, published at Washington, D. C.

A SIXTH EDITION of "The Origin of Species by Means of Natural Selection," has appeared in England.

"WHO WROTE IT? An Index to the More Noted Works in Ancient and Modern Literature," is the title of a book now in preparation, by William A. Wheeler, of Boston, author of a "Dictionary of the Noted Names of Fiction."

MISCELLANEA.

PROF. PAUL CHADBOURNE has been elected President of Williams College, in place of Dr. Mark Hopkins, resigned.

PROF. LOOMIS, who has occupied the chair of Physics in Cornell University since last summer, has resigned on account of ill health, and is now with his father, Prof. Loomis, of Yale College.

MR. EDMUND YATES and Mr. James Anthony Froude, prominent literary men of England, have engaged to lecture in this country during the ensuing autumn and winter.

DR. GUSTAVUS FISCHER is very closely engaged upon his second Latin book. After the completion of his Latin, we hope he may enter upon the preparation of a German series.

MISS M. J. YOUNG, the N. Y. Secretary of the "American School Institute," has recently sailed for Europe, to enjoy a brief respite from her arduous duties.

PUBLISHERS' DEPARTMENT.

The Riverside Press, Cambridge. *First Steps in English Literature*, by ARTHUR GILMAN, A.M.: Hurd & Houghton, New York. This beautiful little volume of 230 pp., in limp covers, is truly *mutum in parvo*. The author says excellent things about our literature, and in a way that seems wonderful when compared with the usual dry compendiums that stand for text-books in this subject. He divides our literature into two grand periods, viz: Immature English and Mature English, the point of division being 1558, on the accession of Elizabeth. He sub-divides each of these periods into four others; the last of these subdivisions extending from 1700 to 1870, which he calls the period of the People's Influence, he again divides into four parts. His plan seems to us a good one, and to be marked by sound philosophy. We think, with this volume, properly used as a text-book, the pupil will be led into this grand department of study by a pleasant and profitable path. For ourselves, we have placed the little volume on our shelf with the hand-books that are used for frequent reference. The price of the book is one dollar (\$1.00).

The Normal Diadem has just been introduced into the Public Schools of Brooklyn, N. Y. The deserved success of the *Diadem Series* of School Music books proves that the MERITS of some books may give them large circulation, and that "Agency work" and "wire-pulling" are not always necessary to make books sell.

Herald of Health and Journal of Physical Culture. To Teachers at half-price, or \$1.00 a year. 650 pages large size. See page Ad. May No., this MONTHLY.

The *New York Evening Post* says: "We can always commend this journal without qualification."

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